

1993

Ed.D.Program in Child and Youth Studies Student Handbook 1993-1994

Nova University


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Ed.D. PROGRAM IN CHILD AND YOUTH STUDIES

**1993-1994
STUDENT HANDBOOK**



NOVAUNIVERSITY

ABRAHAM S. FISCHLER CENTER FOR THE ADVANCEMENT OF EDUCATION

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Nova University

Nova University's centers and programs share a common mission—to educate students for leadership roles in a variety of professions, such as law, education, psychology, business and public administration, oceanography, and computer and information science. In the Nova University educational continuum, preprofessional training begins as early as the University School, continues through the college level, and culminates in the various centers for professional studies. Through the Nova University educational plan, students master appropriate skills and disciplines at each academic level, develop a sense of professional ethics and responsibility, and learn to appreciate the role of the professional as a key individual in society.

The Nova plan stresses the critical relationship between theory and practice; it reinforces and tests the classroom experience through applied research and community service as integral parts of academic experience. Consistent with its mission, Nova University extends its resources to provide educational opportunities to working professionals nationwide, with faculty teaching at corporate and other locations across the country. Nova also delivers programs through a variety of educational technologies, including telecommunications. Nova University is committed to the idea that education should not be timebound or placebound. Through its educational offerings, research projects, and programs of public service, the University encourages the free exchange of ideas and the search for knowledge that are the cornerstone of the academic tradition.

Mission Statement

Nova University provides educational programs of distinction from prekindergarten through the doctoral level at times and in locations convenient to students, prepares students for leadership roles in business and the professions, encourages research and community service, and fosters an atmosphere of creativity and innovation utilizing technology where appropriate.

Abraham S. Fischler Center for the Advancement of Education

The Abraham S. Fischler Center for the Advancement of Education is dedicated to the training and continuing support of teachers, administrators, trainers, and others working in education and related helping professions. The center hopes to fulfill its commitment to the advancement of education by serving as a resource for practitioners and by supporting them in their development.

In accomplishing its mission, the center offers educational programs designed to meet the needs of the practitioner and makes a special commitment to provide educational programs in those geographical areas in which there are few resources for training and support of practitioners in education, human services, and related professions.

Because of its commitment to the working professional, the center offers alternative delivery systems for education that are adaptable to practitioners' work schedules and locations. Center programs reflect and anticipate the needs of practitioners to become more effective in their current positions, to fill emerging roles in their respective field, and to be ready to accept changing responsibilities within their own organizations.

The Abraham S. Fischler Center for the Advancement of Education offers:

At the doctoral level—

Ed.D. Program in Child and Youth Studies
Ed.D. Program in Educational Leadership
Ed.D. Program in Higher Education

At the master's or educational specialist level—

Master's Programs in Child Care,
Youth Care, and Family Support
Master's Program in Speech-Language
Pathology
Master's Program for Elder Care
Administrators
The GEM Program—M.S. and Ed.S.
for teachers

Ed.D. PROGRAM IN CHILD AND YOUTH STUDIES

The Ed.D. Program in Child and Youth Studies is a field-based doctoral program for employed professionals whose work impacts the quality of life of children and youth from birth to age 18. The program is designed to provide structures that support students' progress and nurture intellectual and professional growth. It requires that students apply theory to practice while pursuing their career goals.

Introduction

Many nations of the world are experiencing the turbulence produced by a structural shift from an industrial economy based upon the physical production of material goods to a technological economy based upon the exchange of ideas, knowledge, and information. This structural shift is having a profound effect upon our institutions—family, education, religion, business, and government. The scope and rate of change are unprecedented, and the effects are cultural, psychological, social, and economic. The central question before us is how this shift will affect society and whether specific segments of society, such as children and youth, will adapt to the pressures, problems, and opportunities of the technological economy.

Although many issues will be important in the years ahead, none will be more important than the development of the critical mass of intellectual capital required to shape our future. What is needed is a new type of leadership, demonstrated by individuals who can develop a vision of the future that serves as a conceptual framework to guide policy making at national, state, and local levels. The primary goal of the Ed.D. Program in Child and Youth Studies is to enhance the professional and leadership skills of individuals whose work influences or determines the quality of life of children and youth.

The Program

The Ed.D. Program in Child and Youth Studies, designed for professionals who work with children from birth to 18 years of age, recognizes the critical relationship between graduate education and the society of which it is a part. Faculty and program administrators also recognize that advanced education programs must produce graduates who can analyze social and educational issues of broad

public interest and purpose and implement solutions to social problems.

Study Areas and Specializations

Formal instruction takes place in clusters or groups of students who work and study together throughout the life of the program. The program's major components are five core study areas, one specialization area, two practicums, and two summer institutes.

The five core study areas are:

- Leadership
- Developmental Issues
- Research and Evaluation
- Political Processes and Social Issues
- Technology

The four areas of specialization are:

- Management of Programs for Children and Youth
- Curriculum Development and Systemic Change
- Special Services/Exceptional Education
- Application of Technology to Education and Training

The Cluster Concept

The Ed.D. Program in Child and Youth Studies is a field-based program. Formal instruction takes place in Saturday cluster seminars. Each cluster is a group of 20 to 30 professionals who live and work in a variety of settings, but often within geographic proximity to one another. Students in each cluster begin the program at the same time and progress through the program components—study areas, specialization areas, practicums, and summer institutes—together.

The cluster is intended to serve as both an administrative and an educational vehicle for the program. For example, communication and decision making frequently take place through the cluster structure. In addition, the cluster format provides opportunities for sharing the expertise of individual cluster members. Clusters form study groups that meet between seminars to discuss assignments.

Each cluster operates locally under the direction of a cluster coordinator. The coordinator, who holds a doctorate in education or a related field, is a facilitator of many administrative details and cluster activities and serves to support and advise students.

The National Cluster Concept

Professionals who live at a considerable distance from developing cluster sites may

select an innovative approach to doctoral studies. The National Cluster was designed to provide an alternative delivery format for the Ed.D. Program in Child and Youth Studies.

National Cluster instruction is accomplished through:

- Ongoing electronic communications and technology using electronic mail (e-mail), the electronic classroom (ecr), and a Nova-sponsored bulletin board
- On-campus instruction with faculty in Fort Lauderdale during three-to four-day weekend sessions scheduled in February and October each year of the three-year program
- A 7-day summer institute, held in Fort Lauderdale in July of years 1 and 2, at which students take classes in their area of specialization.

Students must have access to a computer and a modem. Close proximity to a TYMNET satellite node, available in most major cities, cuts long-distance telecommunication costs considerably.

We anticipate that professionals from countries outside North America with access to INTERNET or TYMNET may find the National Cluster delivery format an exciting alternative to traditional approaches to doctoral studies.

Study Areas

Each study area is designed to involve students in from three to five months of intensive seminars, readings, structured activities, and evaluation procedures. Each study area is under the direction of a senior faculty member who is responsible for course content, instruction, and academic experiences; evaluation procedures; coordination of national guest lecturers' presentations; and commentary on student performance. Study guides and readings interrelate the study area material. Students meet one Saturday each month for a full day of instruction. Attendance is required at all meetings.

When a cluster completes the three-year period of study, a culminating activity is scheduled. The cluster, under the direction of the coordinator, determines and designs the experience.

Summer Institutes

The event in the program that brings students together from all clusters is the annual summer institute. This weeklong academic experience provides an opportunity for interaction among students from across North America, with instructional and practicum faculty, cluster coordinators, staff, administrators, and invited lecturers and guests.

Each doctoral student must attend two summer institutes. Students are responsible for their travel, room, and meal costs, as well as materials fees. Students must register and reside in the hotel or site selected for the summer institute. Students must attend their specialization classes at the summer institutes during years one and two of the program.

Practicums

Practicums in the Ed.D. Program in Child and Youth Studies are creative, problem-solving projects designed to improve a situation, program, or product. Students become active problem solvers in their professional settings through direct involvement in strategies designed to address identified problems. The concept of the practicum stems directly from the belief that leadership in all sectors requires action, as well as reflective thought. Practicums require identification of a significant problem in the student's specialization area, design of a solution strategy, and implementation and evaluation of the strategy.

Two practicums are required, the second one being a major project in which students solve problems of extensive scope in their work settings. Instruction in the practicum component is organized into two daylong cluster sessions. One of these sessions occurs five months after the cluster begins the program; the second occurs halfway through the program. Students are assigned practicum advisers who provide guidance during the practicum experience.

Areas of Specialization

The specialization component offers students the opportunity for intensive study in one of four areas of professional activity and interest:

1. Management of Programs for Children and Youth
 - for administrators, supervisors, and coordinators of programs
2. Curriculum Development and Systemic Change
 - for teachers, teacher trainers, and curriculum developers
3. Special Services/Exceptional Education
 - for special educators, counselors, school psychologists, residential and youth care professionals, social workers, psychologists, and nurses
4. Application of Technology to Education and Training
 - for people with a strong background in technology who work as information or media specialists, technology coordinators or trainers, computer educators, and learning resource personnel.

Students must be employed in their areas of specialization. Questions regarding the most appropriate area of specialization should be directed to the Ed.D. Program Office.

After reviewing texts and other instructional materials, participants begin their preparation for the formal instructional experience that occurs during summer institute. Students must attend the full instructional periods of the summer institutes scheduled during their first two years in the program.

Examinations

A summative examination or activity, requiring the demonstration of ability to integrate concepts and ideas and to apply relevant information, is required at the conclusion of each study and specialization area.

Cluster Wrap-Up

When a cluster completes the five study areas and the two sessions of the specialization areas, a wrap-up activity is scheduled. The cluster, with the guidance of the cluster coordinator, designs a culminating experience to bring closure to these components of their Ed.D. program.

Graduation and Commencement Information

There are three important dates in the graduation process:

1. *Completion of requirements.* This is the date when all requirements, including coursework, practicum, and financial obligations, are satisfied. This date appears on the final transcript.
2. *Degree conferral.* This is the date of the meeting of the Board of Trustees at which the degree is legally conferred. The board meets once each month. The student's name will be presented to the board at the meeting following the date of completion of requirements. The date of degree conferral appears on the final transcript. At this time, the student will receive one official transcript free of charge. Additional transcripts must be requested at a cost of \$3 each.
3. *Commencement.* Commencement ceremonies are held in Fort Lauderdale in June. Information regarding this event is sent to students in April of each year by the registrar. Students who have not completed all program requirements may participate in the June commencement if, in the judgment of the faculty, all requirements will be met by August 31 after the June commencement. Students

who wish to participate in the June commencement must gain approval of the proposal for the major practicum by October 31 of the preceding year. The major practicum report must be approved by August 31 following the June commencement.

Grading System

The grading system for the Ed.D. Program in Child and Youth Studies is as follows:

Grade		Quality Points
A	Excellent	4.0
B+	Very Good	3.5
B	Good	3.0
F	Failure	0.0
W	Withdrawal	0.0
I	Incomplete	0.0

Students must receive a passing grade in each program component to remain in the program. No opportunity is provided to repeat a study area, specialization area, or practicum that does not receive a passing grade.

Progress Report

Students will receive grade reports following each study area. These reports will indicate the current status of grades earned and semester hours for all courses completed and/or attempted. The program office maintains an up-to-date report on each student.

Admission Requirements

The Ed.D. Program in Child and Youth Studies seeks competent, experienced professionals, actively involved in the field. It serves practitioners who demonstrate leadership abilities and academic competencies and who are committed to improving the quality of life of children, youth and families. Specific requirements for admission to the program include:

- A master's degree in education, child development, child care, or a related field from a regionally accredited institution
- Evidence that the applicant has the academic background and ability to be successful in the program. (This judgment, made by the Admissions Committee, will be based upon previous academic records, academic activities since obtaining the master's degree, letters of recommendation, a personal interview, a resume that includes information on the applicant's educational and professional experience, and narrative responses to questions posed on the supplementary application.)

- Holding a position that requires or allows an applicant to work independently and to have a direct or indirect impact on children and/or youth.
- Three years of work experience with children newborn to age 18.

Acceptance to Program

Students receive a formal letter of acceptance from the program director upon satisfactory completion of all admission requirements. If a question remains concerning the eligibility of the applicant, the Admissions Committee may accept the applicant on a provisional basis.

Provisional Acceptance

In instances where there is some question regarding the applicant's ability to succeed in the program, the Admissions Committee reevaluates the applicant using the following criteria:

- verbal ability
- written skills
- educational background
- professional experience
- leadership potential
- self-initiation
- commitment to the profession.

Verbal ability is assessed from the interview and from additional evidence that may have been submitted following personal contact with the applicant (at informational meetings, conferences, or incidental interactions).

Written skills are evaluated from the application materials. Questions on the supplementary application, in particular, require extensive narrative responses. An estimate of the kinds of writing experience an applicant has had can also be gleaned from the supplementary application. Additional writing samples are utilized when necessary as part of the admissions process.

Educational background is carefully screened. Transcripts are reviewed for curricular content, grade point average, and program completion time. The institution attended for the master's degree is verified for accreditation, and the admission requirements for that institution are reviewed. The census form and the supplementary application provide additional information about an applicant's educational experience. Professional experience is assessed by reviewing letters of recommendation, the supplementary application, and census form. Committee members look at quantity and quality of time spent in the field by the applicant.

Leadership potential is assessed from the responses to the supplementary application and from the letters of recommendation. Professionals who write recommendations are asked

to address the applicant's potential to provide leadership to the field.

Self-initiation is judged by reviewing the program completion time during the master's program, the responses to several of the questions on the supplementary application, and the content of the interviews and systematic follow-up sessions. In addition, the letters of recommendation address the applicant's ability to succeed in a program requiring independent activity.

Finally, commitment to the general field of child and youth studies can be determined by discussion with the applicant during the oral interview, by the letters of recommendation, and by responses to the supplementary application. Evidence is available to estimate the applicant's commitment to the field.

Students accepted on a provisional basis:

1. receive notification of their status in the initial letter of acceptance;
2. are reviewed periodically for their academic progress and general adjustment during the first year of the program. Admissions Committee members judge the student on those criteria established for reevaluation (see above) after conferring with appropriate faculty and the cluster coordinator;
3. are accepted into the program as fully matriculated cluster members at the start of the second year if all criteria are successfully met.

Provisional students are separated from the program at the start of the second year if academic competency remains in question.

Credit Allocation

Credits are awarded for work upon satisfactory completion of all requirements:

Leadership I	4 credits
Research and Evaluation I	5 credits
Specialization Session I	7 credits
Practicum Orientation I	6 credits
Technology I	2 credits
Developmental Issues	6 credits
Specialization Session II	7 credits
Practicum Orientation II	6 credits
Research and Evaluation II	5 credits
Technology II	2 credits
Political Processes and Social Issues	4 credits
Leadership II	3 credits
Practicum Report I	3 credits
Practicum Report II	6 credits
TOTAL	66 CREDITS

Transfer of Credit

Given the unique design of the program, there is no equivalent course work for which credit can be transferred. Transfer and life or work experience credits are not accepted in fulfillment of program requirements.

Credits earned at Nova University are transferable at the discretion of the receiving school.

Certification

The program does not attempt to meet state certification requirements for any specific positions. These requirements vary from state to state to such an extent that any attempt to design course work for specific positions would defeat the purpose and nature of the program.

Students who are interested in the extent to which course work and credits apply to their areas of certification are encouraged to contact the appropriate county or state office.

STUDY AREA DESCRIPTIONS

Leadership I

Students preparing for personal and professional development assess the skills and behaviors of the leader or change agent in terms of their own potential for growth and future leadership positions. They are asked to distinguish between strategic thinking and operational planning and to elaborate on contemporary social problems they confront in their current positions, as well as problems that future leaders may confront who work with children and youth. The second purpose of this component is to provide an overview of the total program and to relate the program components to one another.

Technology I

An introduction to the use of computers and other technologies is provided for all students through the use of personal hardware/software. Students receive hands-on experience in the use and application of word processing, spreadsheets, and database management in a two-day seminar scheduled at their cluster site. Practical applications to the student's specialization area are stressed. One day of summer institute is set aside to provide hands-on opportunities in the use of telecommunications.

Research and Evaluation I

After considering a basic principle of the program, the importance of leadership in programming for children and youth, students are introduced to the skills required of the consumer of the research literature. The ability to comprehend, analyze, and critically evaluate professional literature, essential for people in decision-making positions, is demonstrated in assignments designed for the practitioner. Students also begin to focus on research and evaluation design and on in-field tests and measurements. Skills and information emphasized in this component will affect the study areas that follow and will enhance the work required for Practicums I and II.

Developmental Issues

A thorough grounding in the development of children and youth is essential as students contend with critical issues that impact on children and youth, their families, and the education, health, and human service systems that serve them. Within this study area, students apply the vast literature on theory and research in child and/or adolescent development to the practice

issues rooted in today's society. The study area emphasizes both analysis and synthesis as important approaches to the study of developmental issues. The area covers developmental theories; research; the characteristics and capabilities of children and youth in the physical, cognitive, social, affective, and language domains; and both normative and atypical courses of development. The student will be assigned to a group that emphasizes either the infancy/early childhood periods or the middle childhood/adolescent periods based on prior academic background and current practice role.

Technology II

The emphasis in this study area is on advanced uses of telecommunications, the exploration of future technological possibilities, and the role of tomorrow's educational leader. On-line activities will include the use of the electronic classroom, writer's workbench, and the electronic library. Students will explore, identify, and evaluate technology applicable to their specialization area and explore the potential impact of emerging technologies in their professional arena.

Research and Evaluation II

More advanced research and reporting strategies required for the development and execution of practicums are investigated in this component. Qualitative research derived from human development and specialization areas are studied and related to the major research and evaluation paradigms most often used by education and social services professionals.

Political Processes and Social Issues

This study area is designed to assist students in developing the skills necessary to analyze political systems and processes at the local, state, and national levels. Needs of children, youth, and families identified in previous study areas are related to political procedures, current legislation, and the role of the change agent. Students identify responsibilities of professionals and leaders in the legislative process and suggest methods for instituting change.

Leadership II

This study area provides students with an opportunity to revisit and evaluate program experiences as they relate to current and emerging issues confronting the child and youth professional. Applying analytical skills developed in earlier segments of the program, students reflect on their personal growth and future commitments. They assess their leadership qualities and demonstrate their new capabilities in the solution of a social problem. This project is designed to integrate the competencies of analysis, synthesis, problem solving, and evaluation. Students disseminate their findings at a professional seminar.

AREAS OF SPECIALIZATION

Instruction in each of the specialization areas focuses on identification of the specific needs of a target population, methods for working with specific audiences, program development and evaluation, legal and ethical issues concerned with the area of specialization, and the personal and political impact of professionals on the children, youth, and families with whom they work. Preparation for the instructional sessions begins two months preceding instruction. Students complete readings, activities, and assignments prior to summer instruction. These activities are designed to prepare the student for the specialization experience and to provide opportunities for demonstrating personal initiative, the ability to work independently, assumption of a leadership role, and the ability to investigate an area of professional activity and interest. Students must attend the specialization classes during their first two years in the program.

Special Services/Exceptional Education

Appropriate for professionals who provide educational, health, or social services for children and youth with handicapping conditions, this specialization area is designed for those concerned with providing leadership in support of children with special needs. Over a two-year period, students analyze special education and special services literature and confront theoretical and pragmatic issues identified in the research findings.

As professionals who must articulate the needs of their populations within specific special services and exceptional education settings, students analyze and evaluate current instructional and social programs. They design new programmatic paradigms appropriate to the requirements of their particular audiences and assess available materials and instructional strategies. Students develop a broader understanding of legal, ethical, and moral issues as they acquaint themselves with research and legislation affecting the lives of children with disabilities and their families and as they investigate human service delivery models and community resources.

Curriculum Development and Systemic Change

Designed for teachers and other instructional leaders and for professionals responsible for guiding institutional curriculum development, this specialization reviews past practice as a precursor to the understanding and evaluation of current professional practice. Throughout Year I of the component, students immerse themselves in the investigation of curriculum selection, design, and evaluation and the implementation of instructional strategies and educational innovation.

Students consider the challenge of creating schools and school systems that are philosophically, organizationally, and instructionally different during Year II of the specialization. The focus is on a systems approach to maximizing the educational environment for children and youth. Grant-writing skills relevant to facilitating change are discussed.

Management of Programs for Children and Youth

Following a theoretical overview of administrative models, students analyze and assess programs, systems, and strategies that enhance the effectiveness of organizational leaders and the audiences they serve. Skill building in such dimensions as interpersonal communication, team building, conflict resolution, and human resource development are emphasized from the practitioner's perspective.

Students analyze the growth and development of power within the organizational structure. Participants reflect on the use of power as a positive force and its application to various work settings and managerial roles.

The issues and skills concerned with budgeting, funding, personnel selection, and evaluation are addressed from the administrator's perspective. Questions regarding equity and other legal issues are discussed.

Application of Technology to Education and Training

This specialization is best suited to professionals with a strong background in technology who wish to extend and apply their expertise to education and training. It is designed for professionals who are responsible for, and committed to, initiating and extending the use of computers in the educational setting, such as people who work as technology coordinators or trainers, computer educators, media or information specialists, learning resource personnel, and those who would be leaders in improving instruction through the use of emerging technologies.

Year I of the specialization component begins with an overview of the evolution of educational technology. It is followed by an analysis of its impact on individual learning styles and instructional design models. Students evaluate current curriculum models and suggest new ways of incorporating software and hardware into the learning process. Year II focuses on the management of educational technology and on human resource issues that are unique to the application of technology to instruction. Throughout the specialization, emphasis is placed on the development and refinement of computer and telecommunications skills, on the understanding of the legal and political implications of technology-oriented programs, and on the application of current and emerging technologies to the improvement of education and training.

PROGRAM POLICIES

Program Timelines

The duration of the program is 36 months. Students who do not complete requirements within the three years may be granted a fourth year of study by submitting a written request to the program director. If the student has not completed all requirements for Practicum I, which includes submission and approval of the final report, and has not achieved an approved proposal for Practicum II, the fourth year will not be granted. Students may also request a six-month extension beyond the fourth year. The charge for the fourth year is one-half the annual tuition, while the charge for the six-month extension is one-fourth the annual tuition. Payment must accompany the registration form for the continuing services. The appropriate forms will be sent by the program office two months in advance.

Absence

Absences are not permitted in this program. Students are expected to attend all class meetings in each of the five study areas, the periods of specialization, and the practicum orientations. Regular classroom interaction helps to provide program consistency and content enrichment. Absence from any cluster meeting may result in termination from the program at the discretion of the program director.

In the rare instance that an absence cannot be avoided, an equal and appropriate make-up experience/assignment, specified by the study or specialization area faculty member, is to be completed within a designated time frame. Also, the student is responsible for obtaining all materials presented at the missed class meeting and must provide to the cluster coordinator a summary of the class notes of three students. *Cluster coordinators should be notified immediately if the student expects to be absent.*

If a student is unable to attend a practicum orientation, the director of practicums should be contacted to arrange a make-up experience at another cluster site.

Adult students may experience unexpected family or life crisis situations that interfere with doctoral study. Should such a situation occur, the student should advise the program office for advice regarding available options.

Tardiness

Extended tardiness or early departure (more than 30 minutes) is treated in the same manner as absence from a class session. Consistent tardiness or early departures must be discussed with the program director and may lead to dismissal from the program.

Leave of Absence

The program structure does not allow for a leave of absence. Should a second cluster originate in a nearby area, a student may request reinstatement after withdrawal from the program. Reentry into the program following withdrawal or as a result of being separated for nonpayment must be approved by the program director. A \$250 reinstatement fee will be charged, and the student will be subject to the tuition schedule and regulations in effect at the time of reinstatement. Readmission following academic dismissal is not possible. Students who withdraw from the program are required to reenter at a point that will allow completion of all requirements within a seven-year period from the beginning of study with the original cluster.

Original Work

Examinations, projects, term papers, practicums, and other assignments must be the original work of the student. Original work may include the thoughts and words of another. If this is the case, those ideas or words must be indicated by quotation marks or other accepted reference devices and attributed to the rightful source.

Work is not original that has been submitted previously by the author or by anyone else for academic credit. Work is not original that has been copied or partially copied from any other source including another student unless such copying is acknowledged by the person submitting the work for credit at the time the work is being submitted or unless copying, sharing, or joint authorship is an express element of the assignment. Exams and tests are original work when no unauthorized aid is given, received, or used prior to or during the course of the examination. Failure to observe these guidelines will result in dismissal from the program.

Referencing the Works of Another

All academic work submitted to Nova University for credit or in partial fulfillment of course requirements must adhere to the accepted rules of documentation. Standards of scholarship require that proper acknowledgment be given when the thoughts and words of another are used. Students are required to purchase the most current *Publication Manual of the American Psychological Association* and to become familiar with accepted scholarly and editorial practice. Failure to observe these guidelines will result in dismissal from the program.

Graduation Requirements

To be eligible for graduation, the student must fulfill the following requirements:

- Completion of all admissions requirements
- Successful completion of all study area, specialization area, practicum, and summer institute requirements
- Current status in payment of tuition, fees, materials, and text
- Submission of a follow-up questionnaire.

All requirements must be completed within three years of the date of entry. A request for a fourth year must be approved by the program director, as must a request for an additional six-month extension beyond the fourth year.

PROGRAM PROCEDURES

Assignment Standards

Each component in the program is designed to build on previous content, skills, and experience. Assignment procedures follow this pattern. Regular assignments and written and oral examinations are used as a means of evaluating proficiency and progress.

As students complete each study and specialization area, a series of assignments integrating theory and practice is mandated. Typical assignments require that students carry out individual case studies, become involved personally in the development or modification of management and political systems, analyze, design, and evaluate new and existing curriculum models, write grant proposals, review current research, and apply new skills in the field. Throughout, the focus of attention is on the student's work setting and its special problems, as well as the major issues currently confronting the field at the local, state, and national levels.

STUDY AREAS AND SPECIALIZATIONS

Completion of Quality Assignments

Assignments must be submitted *regularly* as outlined by the faculty.

It is the policy of the program to allow a limited number of rewrites of assignments that are not acceptable as submitted. Faculty members reserve the right to limit the total number of rewrites per study or specialization area. Specific rewrite policies are presented at the first class session. Failure to meet these requirements will result in dismissal from the program.

No more than two rewrites of the practicum proposal or report will be allowed. Failure to meet this requirement will result in dismissal from the program.

It is expected that students will work independently and that assignments will reflect careful analysis of ideas and theories, synthesis of concepts, and logical processing.

Assignment Rewrites, Additions, or Revisions

Assignments requiring rewrites, additions, or revisions must be received by the faculty member by the date indicated on the Assignment Review Form. The instructor will determine the amount of time necessary for the completion of the required assignment rewrite, addition, or revision. All course work, including rewrites and revisions, must be completed within the time period designated for the particular study or specialization area.

Grading Procedures

Senior faculty members base their ratings of students on the following general factors:

- Quality of written materials, including scope and quality of research, accuracy and thoroughness of analysis, effectiveness of writing, and value of recommendations
- Extent and quality of contributions to class discussions.

The study guide may present other factors that will be considered in assigning a grade.

In addition to the letter grade that appears on the student transcript, a performance assessment is made of every participant. Recommendations for additional investigation and material for reinforcement of concepts or skills are often included. Students may choose to use this assessment as the basis for ongoing dialogue with the instructor, despite the completion of requirements. The program director monitors the progress of each student. Additionally, the director of practicums monitors the progress of all students in their practicum work. Failure in a study or specialization area or in the practicum will result in dismissal from the program.

Time Extensions: Study Areas

Students requiring additional time for completion of study area work may have a two-month extension commencing from the date of the last class session. This privilege may be applied to two study areas during the life of the program.

Time Extensions: Specializations

Students requiring additional time for completion of specialization work may have a two-month extension commencing from the final assignment submission date. One extension may be granted during Specialization I and another during Specialization II.

Textbooks and Study Guides

Texts, as well as study guides, readings, and videotapes are generally available for purchase prior to the first class session of each study and specialization area. The practicum guide and related materials are available for purchase two months prior to the Practicum Orientation Day. These materials provide the student with information concerning the goals, expectations, theories, and content of each program component.

Evaluation of Study Areas and Faculty by Students

At the conclusion of each study and specialization area, students are asked to evaluate anonymously the goals, content, materials, and instruction. The results of these evaluations are disseminated for review by the instructional staff and administration.

Less formally, cluster coordinators—experienced professionals holding doctoral degrees in appropriate fields—serve as additional resources for program evaluation. From their unique vantage points, the coordinators bring a special perspective to program assessment. The coordinator is in a position to judge the success of instruction, as well as reflect upon the educational impact of the program from student perspectives. These reflections and recommendations are shared openly with the study area faculty member and often form the basis for program revision or modification. The total program experience is evaluated upon program completion. Students evaluate the Practicum Orientation Days and the two practicum experiences using an evaluation instrument. Comments are encouraged.

THE PRACTICUM

Completion of Quality Assignments

The Practicum Guide provides information to assist students in setting up the format for the practicum proposal and report, including statement of the problem, review of the literature, outcome measures, reference list, and other components of the document. To enable students to progress through the three-year program and stay on track with their practicum work, a suggested calendar is also provided.

All work is to be submitted in typewritten form and edited prior to submission. Practicum advisers will refuse to review work that is not at the expected standard described in the Practicum Guide.

No more than two rewrites of the proposal or report for Practicum I or Practicum II will be allowed. Failure to meet this requirement will result in dismissal from the program. The proposal for Practicum I must be submitted and approved by the 18th month of the program. Failure to comply will result in dismissal from the program.

Students who have not achieved an approved proposal for the major practicum by the 36th month of the program may not enroll for a fourth year and will not be able to complete the program.

Practicum: Additions, Revisions, and Rewrites

Practicum problem questionnaires, concept papers, outlines, proposals, and reports requiring additions, revisions, or rewriting must be resubmitted to the practicum adviser by the date indicated on the Practicum Reviewing Form. This date will be established by the adviser in consultation with the student, with the objective of assisting the student in staying on track with the prescribed calendar plan for practicum requirements. It will not exceed one calendar month from the date of the review. Failure to comply may result in dismissal from the program.

It is not unusual for students to make additions or revisions to their proposal more than one time. Commitments to implement by a certain calendar date must be made with caution, allowing time for approval of the proposal. In the event that a student is unable to reach the assigned adviser or has not received a review, the director of practicums may be contacted for assistance.

The practicum report must be submitted to the adviser within two months of the established date for completion of the implementation. Revisions to the report must be submitted

within one month of the date the report was reviewed. This date appears on the review. Failure to comply may result in dismissal from the program.

Grading Procedures

Grading of practicum reports is consistent with the letter grading system used in other components of the program. In addition to the grade that appears on the student transcript, the title of the practicum appears as well.

Students receive assessments of their practicum performance on a regular basis through written reviews supplemented by teleconferences. The final review for Practicum I is shared with the adviser for Practicum II to provide continuity in the student's practicum work. In addition, the cluster coordinator receives a copy of reviews for all students in the cluster.

Students must receive a passing grade in each practicum component to remain in the program. No opportunity is provided to repeat practicum work that does not receive a passing grade. The director of practicums monitors the progress of all students and the quality of their practicum work. Final approval of all practicum materials is given by the director of practicums. Should an impasse be reached between student and adviser, the director of practicums intervenes.

Practicum Dissemination

Nova University takes great pride in the accomplishments of its students and works to share exemplary student work with a wide professional audience. Advisers recommend superior practicum reports for consideration for abstracting in ERIC, the Educational Resources Information Center.

Another opportunity for sharing practicum reports occurs at the summer institute. Authors of superior practicums may be invited to participate in summer institutes as presenters. Information about the process for selecting superior practicums can be requested from the director of practicums.

LEARNING RESOURCES

Library Resources

The Albert and Birdie EINSTEIN LIBRARY, located in the Parker Building, houses the University's major collection of books and journals. Its more than 138,000 volume equivalents can be searched through the library's computer catalogue, considerably more sophisticated than the traditional card catalog. Also, more than 25 specialized indexes in CD-ROM format are available, as is dial-up access to the on-line catalog.

The Einstein Library is equipped to perform on-line literature searches using DIALOG information databases, and reference librarians will assist students in structuring searches.

The library is a member of SEFLIN AND FLIN, cooperative library networks that speed access to materials from other institutions throughout Florida. The Einstein Library has also been named a cooperating library of the Foundation Center in New York, giving students access to a special collection for grants and foundation research.

Through the Off-Campus Library Services Office (OCLS), students off campus have access to books, journal articles, Educational Resources Information Center (ERIC) documents, interlibrary loans, database searches, and reference librarians specializing in services to remote student locations. Students may request materials 24 hours a day, using mail, phone, FAX, or home computer. To contact OCLS by phone call (800) 541-6682, Ext. 7050, 7508, or 7388.

Nova's Information Retrieval Services (IRS) was recently merged with the OCLS. The entire microfiche collection of ERIC, more than 300,000 documents, will be available to students during the same extended hours that the library is open. The OCLS also houses a microfiche collection of students' practicums and major applied research projects from the Abraham S. Fischler Center for the Advancement of Education of Nova University.

The UNIVERSITY SCHOOL MEDIA CENTER has an integrated collection of print and nonprint materials designed to provide curriculum enrichment resources for students from preschool through high school.

The William Springer RICHARDSON LIBRARY, at the Oceanographic Center at Port Everglades, houses a specialized collection of books and periodicals related to research in physical, biological, and chemical oceanography.

The LAW LIBRARY is in the Leo Goodwin, Sr., Hall. The library collection, now more than 254,000 volumes and volume equivalents, contains the standard materials required for legal study and research: English, American, and state periodicals, treatises, and looseleaf services. In addition, the library includes extensive materials in the areas of taxation, land use planning, and international law. It is one of the few collections designated as a depository for United Nations documents. It is also designated as a depository for state and federal documents.

Center for Media and Technology

Consisting of a TV studio equipped to video record in color, a well-equipped audio studio, and a graphics room, the center provides media production services for students and faculty. The video recording facilities of the studio are used regularly as a means of enriching student learning.

Computing Facilities

The University's Computing Facility provides data processing services for meeting the instructional, research, and administrative needs of the University. The central site is located on campus in the Mailman-Hollywood Building.

Access to the facility is through terminals and other computer systems located both on the main campus and at the Port Everglades site. Time-sharing services are available through the local telephone system. This facility is available to qualified students and faculty for research and for the computer-oriented course work.

PROGRAM REQUIREMENTS

Transcripts

Transcripts will be issued upon the student's written request. The current charge is \$5. The request should be sent to the registrar.

Study and specialization area requirements must be completed satisfactorily before credit will be given.

Titles of practicum reports are included on transcripts.

Accreditation

Nova University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, educational specialist, and doctoral degrees. Nova University admits students of any race, color, sex, age, nondisqualifying handicap, religion or creed, or national or ethnic origin.

Study and Specialization Area Materials

Study guides, readings, videotapes, and reproductions of the current literature are required in each study area. They provide the student with information concerning the goals, expectations, theories, and content of the individual program component. Required textbooks and materials are ordered through Nova Books, Inc., by the student. Order sheets will be distributed by the cluster coordinator or sent by mail two months prior to the start of a new study area. Charges for these materials vary according to the most recent publishers' price list.

Conference Presentations

The faculty of the Ed.D. program believes that one expression of leadership is contribution to the field. Therefore, the program encourages students to present workshops, addresses, and other sessions at national, state, and local conferences. The program will support three students per cluster per year by providing a stipend of \$150 toward expenses. The topic of the presentation must be related to study or specialization area or practicum work pursued by the student. The student's affiliation with Nova University must be included in the conference brochure or pro-

gram. Application for this stipend is made to the program director. Forms are available from the cluster coordinator or the program office.

Faculty/Staff Support

Faculty and staff, which include faculty members, guest lecturers, cluster coordinators, practicum faculty, and members of the administrative staff, relate to students in numerous ways to provide continuous and quality support throughout and beyond the life of the program.

Faculty

Faculty members, with expertise in their specific program components, are responsible for the design, implementation, and evaluation of the assigned study and specialization areas.

Opportunities for faculty/student interaction include:

- Advisement at each monthly meeting both before and after class session
- Faculty sharing of home or business addresses and telephone numbers with students at the start of each study area
- Regular calling hours for conferencing purposes (faculty members return students' calls, thus absorbing the cost of the telephone conference)
- Contact with faculty regarding study area assignments and requirements, individual progress in the program, readings, study area progress, and personal issues
- Student counseling for alternative assignments after establishing student competency in a given assignment area
- Academic assessment through faculty members' written responses to study area assignments
- Conferencing after the close of the study area.

Guest Lecturers

As representative members of the instructional team, the guest lecturers follow the advisement and support roles of the senior faculty. Time is allotted for pre- and postsession discussions with groups and/or individuals, and telephone and mail communication is continued in the guest's area of expertise, as needed.

Cluster Coordinators

As the primary and most closely affiliated student representative, the cluster coordinator takes major responsibility for counseling and supporting students throughout the program. He or she meets regularly with students to:

- Provide ongoing consultation and advisory services to individuals, to small groups, and to the entire cluster membership
- Facilitate and provide direction for study groups
- Develop group cohesion through student and student/family activities
- Monitor students' progress throughout the program
- Identify local academic and professional resources
- Develop open channels of communication among all program members
- Present, interpret, and provide feedback about program policies and procedures
- Act as advocate and liaison for students, senior faculty, guest lecturers, and members of the central staff.

These functions are carried out at and between class sessions. Students meet and communicate with the cluster coordinator on an ongoing basis.

Although the telephone is another major channel of communication, cluster coordinator/student counseling also takes place at:

- Study group meetings
- Summer institutes
- Pre- and postclass sessions
- Local, regional, and national conferences.

Practicum Faculty

Students are assigned a practicum faculty member as adviser before beginning each project. Thereafter, regular student/adviser interaction is maintained through teleconferences and electronic or regular mail as outlined in the Practicum Guide. Students and practicum faculty interact at summer institutes and at local, state, and national conferences.

Central Administration

Each member of the program staff, as well as the director of student affairs, is available to counsel students from the time applications are received until graduation. Students receive advisement services from these administrators through telephone conferences and personal meetings at summer institutes, during on-site visits, at Practicum Orientation Days, and by mail.

Advisement is offered on such varied issues as:

- Interpretation of policies and procedures
- Academic standards and program expectations
- Study/specialization area progress
- Practicum development
- Networking
- Community resources
- Financial arrangements
- Personal problems.

Graduate Advisement

Many of the counseling services enumerated above are open to all program alumni. Administration, faculty, and staff act as advisers to graduates who request their expertise and advice. Alumni are invited to all summer institutes, special program events, and general program functions where they may see and speak with program faculty and staff.

PROGRAM COSTS

Tuition

The current catalog of the Ed.D. Program in Child and Youth Studies lists all tuition costs.

Other Fees

A one-time, nonrefundable application fee of \$40 is required and must accompany the completed application. A \$50 graduation fee is required and must be paid prior to graduation. If a graduate wishes to participate in commencement exercises, there is an additional cap and gown fee.

Other Program Expenses

Students will be responsible for the purchase of textbooks, as well as other materials typically associated with advanced study. Materials fees will be charged as necessary.

Students are responsible for travel, room, and meal expenses associated with the two summer institutes. In addition, a summer institute fee will be charged.

Financial Aid and Student Loans

Nova University participates in several programs designed to assist students in securing funds to pay for their education. Information regarding student loans, tuition payment plans, and general assistance are available from the Office of Student Financial Aid, (305) 475-7411 or, toll free, (800) 522-3243 (U.S. and Canada).

Withdrawals and Refunds

Students who inform the program office, **in writing**, of their intention to withdraw may be entitled to a refund. Refunds and liabilities are calculated from the date of receipt of written word of students' intention. The following schedule will be used to determine the percentage of refund: withdrawal after the first session, but prior to the second session, 50% refund; withdrawal after the second session, but prior to the third session, 15% refund.

In addition, Florida law provides that students have three working days from the date of signing an enrollment contract or financial agreement with the University to request a cancellation of the contract in writing

and receive a full refund of any tuition and registration fees paid. Further a student shall receive a full refund of tuition and registration fees paid by the student prior to the commencement of instruction if the student submits a written request to the institution within three working days of the payment.

TUITION AND FEES ARE SUBJECT TO CHANGE WITHOUT NOTICE.

GRIEVANCES

When questions about procedures, decisions, or judgments arise, counseling is available for discussion and resolution of differences. Students have recourse to more formal avenues of appeal and redress. An appeal policy is available upon request from the center's Student Affairs Department.

The provisions set forth in this handbook are not to be regarded as an irrevocable contract between the student and Nova University. Regulations and requirements, including tuition and fees, are necessarily subject to change without notice at any time at the discretion of the administration. The University further reserves the right to require a student to withdraw at any time, as well as the right to impose probation on any student whose conduct is unsatisfactory. Any admission on the basis of false statements or documents is void upon the discovery of the fraud, and the student is not entitled to any credit for work that he or she may have done at the University. Upon dismissal or suspension from the University for cause, there will be no refund of tuition or fees. The balance due Nova University will be considered receivable and will be collected.

A transcript of a student's academic record cannot be released until all his or her accounts, academic and nonacademic, are paid.

Any Nova University student has the right to inspect and review his or her educational record. The policy of the University is *not* to disclose personally identifiable information contained in a student's education record without prior written consent from the student, except to University officials, to officials of another school in which the student seeks enrollment, to authorized representatives of federal or state agencies, to accrediting organizations, to parents of dependent students (under judicial order), to parties in a health or safety emergency, or when verifying graduation with a particular degree.

A student also has the right to petition Nova University to amend or correct any part of his or her educational record believed to be inaccurate, misleading, or in violation of privacy or other student rights. If the University decides it will not amend or correct a student's record, the student has a right to a hearing to present evidence that the record is inaccurate, misleading, or in violation of privacy or other student rights.

Nova University does not discriminate on the basis of nondisqualifying handicap, sex, race, color, age, religion, creed, or national or ethnic origin in admission, access, or employment for any of its programs or activities. The University registrar and director of human resources have been designated as student and

employee coordinators, respectively, to assure compliance with the provisions of the applicable laws and regulations relative to nondiscrimination. Nova University programs are approved by the coordinator for veterans approval, Florida Department of Education, for veterans' educational benefits.

The school is authorized under federal law to enroll nonimmigrant alien students.

The Nova University general policies on student relations are on file in the Office of the University Registrar.

STUDENT RIGHTS AND RESPONSIBILITIES

The Code of Student Conduct and Academic Responsibility

Purpose: This code seeks to promote high standards of academic integrity by setting forth the responsibilities of students as members of the University community. Abiding by the code ensures a climate wherein all members of the University community can exercise their rights of membership.

Nova University Statement of Academic Rights and Responsibilities

Nova University, as a community of women and men, is committed to furthering scholarship, academic pursuits, and service to our society. As an institution, our purpose is to assure all students an equal opportunity to fulfill their intellectual potential through pursuit of the highest standards of academic excellence.

Certain rights and obligations flow from membership in any academic community committed to such goals:

- The rights of personal and intellectual freedom, which are fundamental to the idea of a university;
- A scrupulous respect for the equal rights and dignity of others; and
- Dedication to the scholarly and educational purposes of the University and participation in promoting and assuring the academic quality and credibility of the institution.

Students are responsible for obtaining, learning, and observing the established University and center policies as listed in all official publications. In addition, students must comply with the legal and ethical standards of the institution as well as those of Broward County and the State of Florida. All members of the community should inform the appropriate official of any violation of conduct regulations.

A. Academic Standards

The University expects its students to manifest a commitment to academic integrity through rigid observance of standards for academic honesty. The academic honesty standards include:

1. **Original Work.** Assignments such as course preparations, exams, texts, projects, term papers, practicums, etc., must be the original work of the student. Original work may include the thoughts and words of another author, but if that is the case, those ideas or words must be indicated in a manner consistent with a University-recognized form and style manual.

Work is not original that has been submitted previously by the author or by anyone else for academic credit. Work is not original that has been copied or partially copied from any other source, including another student, unless such copying is acknowledged by the person submitting the work for the credit at the time the work is being submitted or unless copying, sharing, or joint authorship is an express part of the assignment. Exams and tests are original work when no unauthorized aid is given, received, or used prior to or during the course of the examination.

2. **Referencing the Works of Another Author.** All academic work submitted for credit or as partial fulfillment of course requirements must adhere to each center's specific accepted reference manuals and rules of documentation. Standards of scholarship require that proper acknowledgement be given by the writer when the thoughts and words of another author are used. Students must acquire a style manual approved by their center and become familiar with accepted scholarly and editorial practice in their program. Students' work must comport with the adopted citation manual for their particular center.

At Nova University, it is plagiarism to represent another person's work, words, or ideas as one's own without use of a center-recognized method of citation. Deviating from center standards A (1) or A (2) is considered plagiarism at Nova University.

3. **Tendering of Information.** All academic work must be the original work of the student. Giving or allowing one's work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited.

4. **Acts Prohibited.** Students should avoid any impropriety, or the appearance thereof, in taking examinations or completing work in pursuance of their educational goals.

Violations of academic responsibility include, but are not limited to:

- a. Plagiarism;
 - b. Any form of cheating;
 - c. Conspiracy to commit academic dishonesty;
 - d. Misrepresentation;
 - e. Bribery in an attempt to gain an academic advantage;
 - f. Forging or altering documents or credentials; and
 - g. Knowingly furnishing false information to the institution.
5. **Additional Matters of Ethical Concern.** Where circumstances are such as to place students in positions of power over University personnel, inside or outside the institution, students should avoid any reasonable suspicion that they have used that power for personal benefit or in a capricious manner.

B. Conduct Standards

1. Students should not interfere with the rights, safety, or health of members of the University community nor interfere with other students' right to learn. Students are expected to abide by all University, center, and program rules and regulations and all local, state, and federal laws. Violations of conduct standards include, but are not limited to:
- a. Theft;
 - b. Vandalism;
 - c. Disruptive behavior;
 - d. Possession or use of firearms, fireworks, explosives, or other dangerous substances or items;
 - e. Possession, transfer, sale, or use of illicit drugs;
 - f. Appearance in class or on campus under the apparent influence of alcohol or illicit drugs or chemicals;
 - g. Violations of housing regulations;

- h. Any act or conspiracy to commit an act which is harassing or abusive or which invades an individual's right to privacy, including, but not limited to, sexual harassment and abuse against members of a particular racial, ethnic, religious, or cultural group;
- i. Threats of or actual damage to property or physical harm to others;
- j. Nova University prohibits any activity that may be construed as hazing. "Hazing" is defined as: any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization operating under the sanction of a university; and
- k. Failure to pay tuition and fees in a timely manner.

2. Students must have authorization from the University to have access to University documents, data, programs, and other types of information and information systems. Any use of the above without authorization is prohibited.

C. Supplementary Standards

Students are expected to comply with the legal and ethical standards of this institution and those of their chosen field of study, including the code of ethics for computer usage. The University and each center or program may prescribe additional standards for student conduct as would comport with the letter and spirit of this code.

D. Violations

Any violation(s) of any of the academic standards, conduct standards, or supplemental standards may result in a complaint being filed against a student to enforce the Code of Student Conduct and Academic Responsibility. Deans or directors may, in their discretion, immediately suspend students pending a hearing on charges of academic conduct or supplemental standard violations. Any student found guilty of a violation of the academic, conduct, or supplemental standards will be subject to disciplinary action, including expulsion from the University.

Student Code of Computer Ethics

Nova University provides computer systems with access to hardware, software, and networks to enhance academic experience. The University's computer systems are vital to its programs of instruction, research, and administration. Nova University's computer systems refer to all computers owned or operated by the University and include hardware, software, data, and communication networks associated with these systems. In particular, computer systems refer to systems ranging from multiuser time-sharing systems to single-user terminals and personal computers, whether free standing or connected to a network.

Ethical conduct by students in the use of this technology is the same as in all other areas of University life and it is of equal importance. All students are expected to abide by the Nova University Code of Student Conduct and Academic Responsibility. Students, as part of their academic preparation toward specific professional career goals, must be aware of and abide by the professional code of ethics associated with that chosen profession. Therefore, student technology users must apply standards of normal academic and professional ethics and considerate conduct to their use of the University's computing systems and resources, including respect of other users' rights to privacy.

The student user must be aware of the legal and moral responsibility for ethical conduct in the use of technology. Student users of Nova University's computer systems are subject to all applicable federal, state, and international computer laws. A copy of the Florida Computer Crimes Act and referenced Florida Statutes may be examined online or in a student's academic program office.

In addition, a student accessing any of Nova University's computer systems, whether a multiuser time-sharing system or a single-user terminal or personal computer, must:

- Have proper authorization for use or attempted use of accounts within the Nova University computer systems
- Limit the use of Nova University computer systems to academic activities as defined by the student's academic program office
- Refrain from attempting to tamper with or obstruct the operation of Nova University's computer systems
- Be aware that accessing or using another person's computer account without that person's permission is illegal and unethical
- Refrain from any attempt to use Nova University's computer systems as a means for the unauthorized access to computer systems outside the University's systems
- Be aware that the use of invasive software,

such as worms and viruses destructive to hardware, software, or data files, is illegal and unethical

- Be aware that using Nova University's computer systems to act or behave in a rude, obscene, or harassing manner will be dealt with by appropriate University policy, procedures, and agents
- Use only legally obtained or licensed data or software in accordance with its license or purchase agreement
- Be in compliance with federal copyright laws and the Nova University copyright code.

As with all matters of law and ethics, ignorance of the rules does not excuse violations. Inappropriate conduct and violations will be dealt with under the guidelines of the Nova University Code of Student Conduct and Academic Responsibility as defined and determined by the Office of the Academic Vice-President and the Office of the Dean of a student's academic program.

Drug-Free Schools and Campuses

In order to comply with the Drug-Free Schools and Communities Act (Pub. L. No. 101-226, Title 34 C.F.R., part 86), Nova University has adopted the following policy for all work place, school, campus, and field-based programs.

The unlawful manufacture, distribution, dispensation, possession, or use of illicit drugs* and the abuse of alcohol are prohibited in and on Nova University owned or controlled property and as a part of any of its activities. No Nova University employee or student is to report to work or school while under the influence of illicit drugs or alcohol.

There are serious health risks associated with the abuse of drugs and alcohol (see following "Controlled Substances—Uses and Effects"). If you, a fellow student, teacher, or co-worker has a problem with abuse of drugs and/or alcohol, help can be provided at the following locations:

On Campus:

Nova University Student Counseling Service
Mailman Building
(305) 475-7552

Nova University Community Mental Health
Davie 475-7070
Lauderhill 486-3663
Coral Springs 753-7020

*The term "illicit drugs" refers to all illegal drugs and to legal drugs obtained or used without a physician's order.

Community:

Florida Department of Education
Educational Prevention Center
Knott Building
Tallahassee, Florida 32399
(904) 488-6304

Department of Health and Rehabilitative
Services
Alcohol and Drug Abuse Program
1317 Winewood Boulevard
Tallahassee, Florida 32399
(904) 488-0900

When you use or deal in drugs, you also risk incarceration and/or fines. The attached federal sentencing guidelines indicate federal penalties for trafficking in drugs.

In addition to the federal sanctions, Florida state statutes provide sanctions in regard to the use, possession, and/or sale of illicit drugs and the abuse of alcohol. Punishment varies dependent upon the amount and type of drug and/or alcohol involved. Felony convictions range from one year to life imprisonment. Possession of not less than 20 grams of cannabis is punishable as a misdemeanor of the first degree. Punishment for misdemeanors ranges from less than 60 days to one year imprisonment.

Under §893.13, Florida Statutes, it is unlawful for any person to sell, purchase, manufacture, deliver, or possess with intent to sell, purchase, manufacture, or deliver a controlled substance. Violation of this statute is a felony and is punishable under Chapter 775 of the Florida Statutes.

Under §893.13 (1) (e), Florida Statutes, it is unlawful for any person to sell, purchase, manufacture, deliver, or to possess with the intent to sell, purchase, manufacture, or deliver a controlled substance in, on, or within 1,000 feet of a public or private elementary, middle, or secondary school. Punishment for a violation of this statute may include a minimum three-year imprisonment.

Under §316.1936, Florida Statutes, it is unlawful for any person to possess an open container of alcoholic beverage while operating a vehicle in the state or while a passenger in or on a vehicle being operated in the state. Violation of this law will result in a noncriminal moving traffic violation, punishable as provided in Chapter 318 of the Florida Statutes, with fines and points on a driving record leading to driver's license suspension.

Under §316.193, Florida Statutes, a person is guilty of driving under the influence if such a person is driving or in actual physical control of a vehicle within the state and the person is under the influence of alcoholic beverages or any controlled substance when affected to the extent that his or her normal faculties are impaired or the person has a blood alcohol level of .10 percent or higher. First conviction on such a

DUI charge shall result in a fine not less than \$250 or more than \$500 and imprisonment not more than six months. A second conviction results in a fine of not less than \$500 or more than \$1,000 and not more than nine months' imprisonment. Third conviction will result in not less than a \$1,000 fine or more than a \$2,500 fine and imprisonment for not more than 12 months.

By applying for a driver's license and accepting and using a driver's license, a person holding the driver's license is deemed to have expressed his or her consent to submit to breath, blood, and urine tests for alcohol, chemical substances, or controlled substances.

Nova University requires that an employee notify the employer of any criminal drug statute conviction for a violation occurring in the work place no later than five (5) days after such conviction. In order to comply with federal law, Nova University must notify any federal contracting agency within ten (10) days of having received notice that an employee engaged in the performance of a federal contract or grant has had a criminal drug statute conviction for a violation occurring in the work place. Any criminal drug convictions in the work place must be reported by the employee to his or her University supervisor or department head within five (5) days of the date of such conviction. The University will discipline any employee who is so convicted or require the employee's satisfactory participation in a drug/alcohol abuse assistance or rehabilitation program within thirty (30) days of notice of such conviction.

Any Nova University employee or student determined to have violated this policy shall be subject to referral for prosecution by the appropriate authorities. Other sanctions include evaluation/treatment for drug use disorder, which may include mandatory completion of a drug/alcohol abuse rehabilitation program, expulsion, and/or termination.

All Nova University faculty and staff members will, as a condition of their employment, abide by the terms of this policy. All Nova University students will, as a condition of their enrollment, abide by the terms of this policy.

Controlled Substances – Uses & Effects

DRUGS' CSA SCHEDULES		TRADE OR OTHER NAMES	MEDICAL USES	DEPENDENCE		TOLER- ANCE	DURATION (Hours)	USUAL METHODS OF ADMIN- ISTRATION	POSSIBLE EFFECTS	EFFECTS OF OVERDOSE	WITHDRAWAL SYNDROME
				Physical	Psychological						
NARCOTICS											
Opium	II III V	Dover's Powder, Paregoric Parapectolin	Analgesic, antidiarrheal	High	High	Yes	3-6	Oral, smoked	Euphoria, drowsiness, respiratory depression, constricted pupils, nausea	Slow and shallow breathing, clammy skin, convulsions, coma, possible death	Watery eyes, runny nose, yawning, loss of appetite, irritability, tremors, panic, cramps, nausea, chills and sweating
Morphine	II III	Morphine, MS-Contin, Roxanol, Roxanol SR	Analgesic, antitussive	High	High	Yes	3-6	Oral, smoked, injected			
Codeine	II III V	Tylenol w/Codn, Robitussin AC, Empirin w/Codn, Fiorinal w/Codn	Analgesic, antitussive	Moderate	Moderate	Yes	3-6	Oral, injected			
Heroin	I	Diacetylmorphine, Horse, Smack	None	High	High	Yes	3-6	Injected, sniffed, smoked			
Hydromorphone	II	Dilaudid	Analgesic	High	High	Yes	3-6	Oral, injected			
Meperidine (Pethidine)	II	Demerol, Mepergan	Analgesic	High	High	Yes	3-6	Oral, injected			
Methadone	II	Dolophine, Methadone, Methadose	Analgesic	High	High-Low	Yes	12-24	Oral, injected			
Other Narcotics	I II III IV V	Numorphan, Percodan, Percocet, Tylox, Tussionex, Fentanyl, Darvon, Lomotil, Talwin ²	Analgesic, antidiarrheal, antitussive	High-Low	High-Low	Yes	Variable	Oral, injected			
DEPRESSANTS											
Chloral Hydrate	IV	Noctec	Hypnotic	Moderate	Moderate ²	Yes	5-8	Oral	Slurred speech, disorientation, drunken behavior without odor of alcohol	Shallow respiration, clammy skin, dilated pupils, weak and rapid pulse, coma, possible death	Anxiety, insomnia, tremors, delirium, convulsions, possible death
Barbiturates	II III IV	Amytal, Nembutal, Fiorinal, Lotusate, Tuinal, Seconal, Butisol, Phenobarbital	Anesthetic, anticonvulsant, sedative, hypnotic, veterinary euthanasia agent	High-Mod.	High-Mod.	Yes	1-16	Oral			
Benzodiazepines	IV	Ativan, Dalmane, Librium, Restoril, Diazepam, Xanax, Serax, Valium, Tranxene, Versed, Verstran, Halcion, Paxipam	Antianxiety, anticonvulsant, sedative, hypnotic	Low	Low	Yes	4-8	Oral			
Methaqualone	I	Quaalude	Sedative, hypnotic	High	High	Yes	4-8	Oral			
Glutethimide	III	Doriden	Sedative, hypnotic	High	Moderate	Yes	4-8	Oral			
Other Depressants	III IV	Equanil, Miltown, Noludar, Placidyl, Valmid	Antianxiety, sedative, hypnotic	Moderate	Moderate	Yes	4-8	Oral			
STIMULANTS											
Cocaine ¹	II	Coke, Flake, Snow, Crack	Local anesthetic	Possible	High	Yes	1-2	Sniffed, smoked, injected	Increased alertness, excitation, euphoria, increased pulse rate & blood pressure, insomnia, loss of appetite	Agitation, increase in body temperature, hallucinations, convulsions, possible death	Apathy, long periods of sleep, irritability, depression, disorientation
Amphetamines	II	Biphetamine, Delcobase, Desoxyn, Dexedrine, Obetrol	Attention deficit disorders, narcolepsy, weight control	Possible	High	Yes	2-4	Oral, injected			
Phenmetrazine	II	Preludin	Weight control	Possible	High	Yes	2-4	Oral, injected			
Methylphenidate	II	Ritalin	Attention deficit disorders, narcolepsy	Possible	Moderate	Yes	2-4	Oral, injected			
Other Stimulants	III IV	Adipex, Cyferl, Didrex, Ionamin, Melfiat, Plegine, Sanorex, Tenuate, Tepanil, Prelu-2	Weight control	Possible	High	Yes	2-4	Oral, injected			
HALLUCINOGENS											
LSD	I	Acid, Microdot	None	None	Unknown	Yes	8-12	Oral	Illusions and hallucinations, poor perception of time and distance	Longer, more intense "trip" episodes, psychosis, possible death	Withdrawal symptoms not reported
Mescaline and Peyote	I	Mesc, Buttons, Cactus	None	None	Unknown	Yes	8-12	Oral			
Amphetamine Variants	I	2,5-DMA, PMA, STP, MDA, MDMA, TMA, DOM, DOB	None	Unknown	Unknown	Yes	Variable	Oral, injected			
Phencyclidine	II	PCP, Angel Dust, Hog	None	Unknown	High	Yes	Days	Smoked, oral, injected			
Phencyclidine Analogues	I	PCE, PCPy, TCP	None	Unknown	High	Yes	Days	Smoked, oral, injected			
Other Hallucinogens	I	Bufotenine, Ibogaine, DMT, DET, Psilocybin, Psilocyn	None	None	Unknown	Possible	Variable	Smoked, oral, injected, sniffed			
CANNABIS											
Marijuana	I	Pot, Acapulco Gold, Grass, Reefer, Sinsemilla, Thai Sticks	None	Unknown	Moderate	Yes	2-4	Smoked, oral	Euphoria, relaxed inhibitions, increased appetite, disoriented behavior	Fatigue, paranoia, possible psychosis	Insomnia, hyperactivity and decreased appetite occasionally reported
Tetrahydrocannabinol	I II	THC, Marinol	Cancer chemotherapy antinauseant	Unknown	Moderate	Yes	2-4	Smoked, oral			
Hashish	I	Hash	None	Unknown	Moderate	Yes	2-4	Smoked, oral			
Hashish Oil	I	Hash Oil	None	Unknown	Moderate	Yes	2-4	Smoked, oral			

¹ Designated a narcotic under the CSA

² Not designated a narcotic under the CSA

Federal Trafficking Penalties

CSA	PENALTY		Quantity	DRUG	Quantity	PENALTY	
	2nd Offense	1st Offense				1st Offense	2nd Offense
I and II	Not less than 10 years. Not more than life.	Not less than 5 years. Not more than 40 years.	10-99 gm or 100-999 gm mixture	METHAMPHETAMINE	100 gm or more or 1 kg ¹ or more mixture	Not less than 10 years. Not more than life.	Not less than 20 years. Not more than life.
			100-999 gm mixture	HEROIN	1 kg or more mixture		
			500-4,999 gm mixture	COCAINE	5 kg or more mixture		
	If death or serious injury, not less than life.	If death or serious injury, not less than 20 years. Not more than life.	5-49 gm mixture	COCAINE BASE	50 gm or more mixture	If death or serious injury, not less than 20 years. Not more than life.	If death or serious injury, not less than life.
			10-99 gm or 100-999 gm mixture	PCP	100 gm or more or 1 kg or more mixture		
			1-10 gm mixture	LSD	10 gm or more mixture		
			40-399 gm mixture	FENTANYL	400 gm or more mixture		
	Fine of not more than \$4 million individual, \$10 million other than individual.	Fine of not more than \$2 million individual, \$5 million other than individual.	10-99 gm mixture	FENTANYL ANALOGUE	100 gm or more mixture	Fine of not more than \$4 million individual, \$10 million other than individual.	Fine of not more than \$8 million individual, \$20 million other than individual.

Drug	Quantity	First Offense	Second Offense
Others ²	Any	Not more than 20 years. If death or serious injury, not less than 20 years, not more than life. Fine \$1 million individual, \$5 million not individual.	Not more than 30 years. If death or serious injury, life. Fine \$2 million individual, \$10 million not individual.
III	All	Any	Not more than 5 years. Fine not more than \$250,000 individual, \$1 million not individual.
IV	All	Any	Not more than 3 years. Fine not more than \$250,000 individual, \$1 million not individual.
V	All	Any	Not more than 1 year. Fine not more than \$100,000 individual, \$250,000 not individual.

¹ Law as originally enacted states 100 gm. Congress requested to make technical correction to 1 kg.

² Does not include marijuana, hashish, or hash oil.

Federal Trafficking Penalties – Marijuana

Quantity	Description	First Offense	Second Offense
1,000 kg or more; or 1,000 or more plants	Marijuana Mixture containing detectable quantity	Not less than 10 years, not more than life. If death or serious injury, not less than 20 years, not more than life. Fine not more than \$4 million individual, \$10 million other than individual.	Not less than 20 years, not more than life. If death or serious injury, not less than life. Fine not more than \$8 million individual, \$20 million other than individual.
100 kg to 1,000 kg; or 100-999 plants	Marijuana Mixture containing detectable quantity	Not less than 5 years, not more than 40 years. If death or serious injury, not less than 20 years, not more than life. Fine not more than \$2 million individual, \$5 million other than individual.	Not less than 10 years, not more than life. If death or serious injury, not less than life. Fine not more than \$4 million individual, \$10 million other than individual.
50 to 100 kg	Marijuana	Not more than 20 years. If death or serious injury, not less than 20 years, not more than life. Fine \$1 million individual, \$5 million other than individual.	Not more than 30 years. If death or serious injury, life. Fine \$2 million individual, \$10 million other than individual.
10 to 100 kg	Hashish		
1 to 100 kg	Hashish Oil		
50-99 plants	Marijuana	Not more than 5 years. Fine not more than \$250,000, \$1 million other than individual.	Not more than 10 years. Fine \$500,000 individual, \$2 million other than individual.
Less than 50 kg	Marijuana		
Less than 10 kg	Hashish		
Less than 1 kg	Hashish Oil		

Smoking and Nonsmoking

Smoking is prohibited in any Nova University facility where, regardless of physical separation, nonsmokers share a ventilation system with smokers.

This policy does not apply to living quarters (dormitories) which are subject to a separate smoking policy. Nor does this policy in any way supersede the Florida Clean Indoor Air Act.

Alcohol and Other Drugs

Nova University, as an institution of higher education, is dedicated to the well-being of all members of the University community—students, faculty, staff, and administrators. Concerned with the misuse of alcohol and other drugs (both licit and illicit), it is the policy of the University to endeavor to prevent substance abuse through programs of education and prevention.

The University recognizes alcoholism and drug abuse as illnesses or treatable disorders, and it is the University's policy to work with members of the University community to provide channels of education and assistance. However, it is the individual's responsibility to seek help. The University also recognizes that the possession and/or use of certain substances is illegal, and the University is obligated to comply with local, state, and federal laws.

1. While on campus or engaged in any University related activity, members of the University community must be in a fit condition to perform appropriately. Being under the influence of alcohol and/or drugs is prohibited and may subject the individual to disciplinary action including the possibility of dismissal.
2. Employees will be evaluated only on their work performance. If alcohol consumption or the use of any other drug affects an employee's performance, assistance is available. However, if an employee's performance continues to deteriorate, the University will discipline the employee based on his or her job performance. Poor job performance will lead to discharge.
3. Professional assistance for substance abuse is given on a confidential, professional, and voluntary basis. The purpose of this assistance is to help the individual member of the University community who has a substance abuse problem lead a productive work and/or academic life free of substance abuse.

4. Members of the University community who engage in any illegal activity involving alcohol or other drugs are subject to dismissal.

Substance Abuse Awareness, Education, and Prevention

Nova University's activities in substance abuse awareness, education, and prevention exist to encourage members of the University community to avoid the use of illicit drugs, to use alcohol and other licit drugs in a responsible manner, and to avert the need for direct intervention. The specific goals of the program are the following:

- To educate all members of the community that the use and possession of certain substances are illegal and may result in adverse consequences
- To inform members of the University community concerning the physical and psychological effects of alcohol and other drugs and to develop an awareness of potential problems that can result from the use of these substances
- To support those who choose not to drink alcohol or to use other drugs
- To teach those who choose to drink alcohol to do so responsibly
- To help those who abuse alcohol or other drugs.

In order to achieve these goals, the University operates and/or engages in the following programs and activities:

1. **Alcohol and Drug Resource Center.** The Resource Center is directed by an existing staff member. Additional staff consists of student employees, practicum students, and/or student volunteers. The center has the primary responsibility for the University's prevention and education programs. It coordinates the various activities and serves as a clearinghouse for alcohol and drug information. Each academic center designates a contact person who works with the Resource Center staff to disseminate information within their centers.
2. **Advisory Committee.** This is a group of administrators, faculty, and student leaders who are appointed by the vice-president for academic affairs to serve as advisers and resource persons. The committee is chaired by the director of the Alcohol and Drug Resource Center. The group meets monthly to discuss and develop program plans and activities.

3. **Alcohol and Drug Awareness Activities.** Under the direction of the Resource Center, there are regular and ongoing activities designed to disseminate information about alcohol and drug use. The audience of the information is all students, employees, and faculty of the University, both on and off campus. The awareness activities can include posters, media campaigns, films, exhibits, and literature. The University supports the National Alcohol Awareness Week and schedules activities at that time to promote awareness on campus.
4. **Student Organizations.** The student governments are encouraged to establish chapters of organizations such as BACCHUS (Boost Alcohol Consciousness Concerning the Health of University Students) and SADD (Students Against Drunk Driving).
5. **Alcohol and Drug Workshops.** Workshops are provided for student leaders and for employees as part of the University's staff development program. These workshops provide the opportunity for participants to discuss the information they receive. Student leaders are required to complete such workshops before they can plan parties that involve drinking.
6. **Academic Courses.** Several academic centers have put identifiable units on alcohol and drugs into appropriate existing courses. Additionally, several academic centers have established elective courses in substance abuse and/or recommend students to take such courses in other centers. Assistance is available to the academic centers from the Alcohol and Drug Abuse Resource Center to ensure the substance abuse content of courses is consistent with University policies.
7. **Orientation.** Academic centers include information on drugs and alcohol in the

Communicable Diseases Policy Guidelines

It is the intent of the University to protect students and employees from exposure to communicable diseases that pose reasonable risk of harm to members of the University community. It is also the intent of the University to protect the rights of those infected with a communicable disease pursuant to the Sick Leave Policy of the

University. Employees and students of the University who do become infected with a communicable disease are subject to the guidelines listed below.

All employees diagnosed with any communicable disease will receive the same benefits and privileges extended to any employee under the Sick Leave Policy and shall be afforded confidentiality for all related issues.

The University will be flexible in its response to incidents of communicable disease, evaluating each occurrence in light of this policy and current available medical information.

Guidelines

1. For the purpose of this policy, the term "employee" shall include all persons employed by the University, either full time or part time, including adjuncts and off-site coordinators, but shall not include the following persons:
 - a. Members of the Board of Trustees
 - b. Guest lecturers
 - c. Vendors

The term "student" shall include all persons enrolled at the University, either part time or full time, from preschool through graduate studies.

The term "infected person" shall include students and employees who have been medically diagnosed as infected with a communicable disease.

In the event that any employee, administrator, or student has a concern about the potential for the spread of a communicable disease within the University community, those concerns should be brought to the assistant director of human resources for review consistent with the current available information on the spread of the particular communicable disease. After review and evaluation of the concerns, if there appears to be a reasonable likelihood of the spread of the disease within the University community by an infected person, the assistant director of human resources will, after notification of the issues presented to the University president, contact the Broward County Health Department for recommendations of appropriate action consistent with state law.

The University will make available to its employees and students information about the transmissibility of communicable diseases and precautions that can be taken to prevent the spread of various communicable diseases.

2. An infected person can continue to work and study so long as he or she is able to continue to perform regular responsibilities satisfactorily and so long as the best available medical evidence indicates that his or her continued status does not present a health or safety threat to self or others. Infected employees with diseases that threaten the safety of others are eligible for the same leave of absence provisions of current University policy for sick or annual leave.
3. An infected person returning to work or school after a leave of absence for reasons related to a communicable disease must provide a statement from his or her treating physician indicating current medical status. An employee shall submit the physician's statement to the director of human resources or a delegated representative. Students shall submit their statement to their program dean.
4. Within reason, the University shall make accommodations to the infected persons, whenever possible, to ensure continuity in employment or in the classroom. Such measures may include, subject to administrative limitations, job reassignment or class reassignment to place the infected person in a less demanding position.
5. No infected person (employee or student) may be dismissed from the University solely on the basis of a diagnosis of an infection of a contagious disease. A decision to dismiss or discharge will only be made after reasonable accommodation has been attempted and an examination of facts demonstrate that the infected person can no longer perform as required or poses a reasonable threat to the health and safety of those around him or her.
6. Disciplinary measures are available to the University when any employee fails or refuses to work at his or her assigned job with an infected person who has not been deemed to pose a present health or safety threat to self or to others. Student disciplinary measures shall range from counseling to expulsion.
7. As with any medical condition, employees must not disclose information regarding another employee or student to anyone except those employees with a medical or administrative need to know. The University shall take every precaution to ensure that confidentiality is maintained. Breach of such confidentiality by any employee shall result in disciplinary action.

Policy on Sexual Harassment

It is the intent of Nova University to protect all employees and students from sexual harassment. Sexual harassment is a violation of Title VII. Sexual harassment undermines the integrity of the employment and academic environment, debilitates morale, and interferes with the effectiveness of employees and students. In accordance with Equal Employment Opportunity Commission-promulgated guidelines, unwelcome sexual advances, unwanted requests for favors of a sexual nature, and any other verbal or physical conduct of a sexual nature are considered sexual harassment if:

- (a) Explicit or implicit submission to sexual overtones is made a term or condition of employment.
 - (b) Employment decisions are made on the basis of whether submission to or rejection of sexual overtones occurred.
 - (c) An individual's work performance is unreasonably interfered with by a sexually intimidating, hostile, or offensive atmosphere.
- A. At Nova University, sexual harassment of or by employees includes:
1. Unwelcome or unwanted sexual advances. This includes unwelcome physical contact or sexual advances considered unacceptable by another individual.
 2. Requests or demands for sexual favors. This includes subtle or blatant pressures or requests for any type of sexual favor accompanied by an implied or stated promise of preferential treatment or negative consequence concerning one's employment status.
 3. Verbal abuse that is sex-oriented or considered unacceptable by another individual, as well as sexually derogatory comments. This includes commenting about an individual's body or appearance when such comments go beyond mere courtesy; telling jokes that are clearly unwanted and considered offensive by others; or other tasteless, sexually-oriented comments or innuendoes or actions that offend others.
 4. Engaging in any type of sexually oriented conduct that would unreasonably interfere with another's work performance. This includes extending unwanted sexual attention to someone that reduces personal productivity or time available to work at assigned tasks.

5. Creating a work environment that is intimidating, hostile, or offensive because of unwelcome or unwanted sexually-oriented conversations, suggestions, requests, demands, physical contacts, or attentions.

Nova University will not tolerate sexual harassment. Sexual harassment is an insidious practice. It demeans individuals being treated in such manner and creates unacceptable stress for the entire organization. Persons harassing others will be dealt with swiftly and vigorously.

Normal, noncoercive interaction that is acceptable to both parties is not considered to be sexual harassment.

All allegations of sexual harassment of or by an employee, client, or vendor will be promptly and thoroughly investigated by the Human Resources Department and should be reported promptly to the director of human resources.

B. At Nova University, sexual harassment by employees of students is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made to appear to be a term or condition of enrollment, attendance, or participation in a class;
2. Submission to or rejection of such conduct affects academic decisions; or
3. Such conduct has the purpose or effect of unreasonably interfering with a student's academic performance or creating an intimidating, hostile, or offensive academic environment;
4. Unwelcome patting, pinching, or touching;
5. Offensive or demeaning sexual remarks, jokes, or gestures.

Students aggrieved by a violation of this policy may file a grievance under their center's grievance procedure.

Any employee who violates any portion of this policy shall be subject to disciplinary action.

At Nova University, romantic and sexual relationships between a faculty member and a student are subject to the prohibition against sexual harassment.

Romantic or sexual relationships between a faculty member and a student then enrolled in the faculty member's class (including supervised student activities for which academic credit is given) may appear to be coercive and are discouraged. Even when no coercion is present, such relationships create an appearance of impropriety and favoritism that can impair the academic experience of all students in that class. It is, therefore, improper conduct for a faculty member

to engage in a romantic or sexual relationship with a student then enrolled in the faculty member's class.

Privacy of Records

Nova University maintains a system of records that includes application forms, letters of recommendation, admission test scores, and transcripts of students' previous academic records and performance while in residence. These records are available for review by present and former students upon written request to the registrar's office. However, the registrar will not release transcripts of students' academic records until all their accounts, both academic and nonacademic, have been paid.

The law limits access by and disclosure to a third party. Such access is given only upon consent of the student or if required by law, except for the following information, which may be released as directory information: a) student's name; b) dates of attendance; c) degree and awards received. Requests for such information must be submitted in writing to the registrar. The University reserves the right to refuse the above information if the reason for the request is not considered to be a sufficient need to know.

Any student or parent not wishing to have this information disclosed should notify the Office of the University Registrar in writing prior to September 1 of the relevant school year.

A person does not have the right of access to educational records until he or she has been admitted to and has actually begun attending Nova University. There is no prohibition from disclosing such information to the parents of students who are listed on their parents' federal income tax forms.

Parents or eligible students will be provided a hearing by the University if they wish to challenge the content of the record. If they are still not satisfied, the parents or eligible students may add explanatory or rebuttal matter to the record.

If the students or parents are denied access to a hearing or if the records are alleged to have been illegally disclosed to a third party, the students or parents may file a complaint with the U.S. Department of Education.

Reservation of Power

Nova University reserves the right to amend, modify, add to, or delete its rules, policies, and procedures affecting its institutional relationship with students as deemed necessary by the administration. Any such amendment, modification, addition, or deletion shall not be considered a violation of the relationship between the University and the student. Such right includes modification to academic requirements, curriculum, tuition, and/or fees when in the judgment of the administration such changes are required in the exercise of its educational responsibility.

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